

## TRAIN THE TRAINER (TTT) CURRICULUM

### **WELCOME TO THE CISV Train the Trainer (TTT) Curriculum**

This document defines the content, goals and indicators for Train The Trainer (TTT) training. The following definitions help explain the training curriculum, structure and where it fits.

**TRAINING CURRICULUM:** The TTT Training Curriculum provides an overview of the content that must be covered in Train the Trainer (TTT) training. It identifies the learning outcomes (training goals and indicators) and the mandatory content (elements) of the training, and is designed for a specified target group of learners. The structure and content of the TTT Training Curriculum meet the requirements set out in the [CISV Basic Training Curriculum](#).

The training curriculum should be used together with other educational resources and training tools produced by CISV International, in particular the TTT Training Materials Package, Certified Trainers Handbook, Training Policy, CISV Passport and Big Educational Guide (Big Ed).

**TRAINING GOALS AND INDICATORS:** A training goal is a training outcome formulated in general terms. It describes what we want trainees to learn or develop. Goals are broken down into more specific competencies called indicators. A training indicator is formulated as an attitude, skill, or knowledge item that we want trainees to acquire or to develop as a result of the training.

**ELEMENTS:** A training element is a defined topic area that must be covered in the training. It is divided into four sections; purpose, training content, resources, and training indicators. An element may be completed through one or several training sessions.

**TRAINING SESSIONS:** The training curriculum provides an overview of the training content which every training must cover. The details of the training (precise content to be covered and how it will be delivered) are described in training sessions. Depending on various factors (such as trainee needs and number of trainees) different training sessions can be used to cover the same element. Please send any training sessions that you may have written and that you suggest other CISV trainers could use to [new.training.session@cisv.org](mailto:new.training.session@cisv.org).

**TRAINING AUDIENCE (TRAINEES):** The TTT is intended for anyone who has a role in CISV with a specific mandate for training, such as trainers active in chapters and National Associations, a training committee or as a National Leadership Training Contact. The TTT focuses on training methodology, not on programme specific material, and it develops trainers' training style and their skills to plan and run training. The TTT aims to ensure consistent high quality of training across CISV and provides a standard for certifying trainers. The training methods covered in the TTT can be applied to programme or organizational training at the local, national or international level.

The TTT curriculum ensures that all TTTs provides a similar learning experience to all trainees giving all trainers in CISV a common vocabulary when facilitating best training

practices. It is for this reason that this curriculum is the foundation of all planning, delivering and evaluation of a TTT.

TTT trainers have a double task before them: to simultaneously train their trainees to use CISV educational approaches and peace education content areas, while also training them to train others in the same educational approach and content. A TTT trainer will thus constantly be working on and moving between two training levels – being trained and learning skills (the “little t” level), as well as, training how to train (the TTT level - “big T” level). Accordingly, evaluation too occurs on two levels at the TTT course. During evaluation moments, trainees are asked to evaluate both how comfortable they are with a given indicator as well as how comfortable they are with training that indicator. The TTT trainer is called upon to find creative evaluation methods that capture the complexity of this situation in simple and straightforward ways.

**TTT TRAINERS** are certified trainers who have been selected for their specialist knowledge and experience on training methodology and are qualified to deliver TTTs. They are a member of a Training and Quality Assurance regional Delivery Team.

**TTT CERTIFICATION AND RECERTIFICATION:** TTT trainees receive TTT certification and recertification as detailed in the CISV International [Training Policy and Procedures](#).

**FEEDBACK:** In the interest of continuous improvement, the Training and Quality Assurance Committee encourages feedback regarding trainer experiences when using this training curriculum. Please send any comments or suggestions you may have to [training.quality.assurance@cisv.org](mailto:training.quality.assurance@cisv.org).

## TTT TRAINING GOALS AND INDICATORS

- 1 To prepare trainees to use CISV's approach to active global citizenship**
  - 1a Understand how training in CISV serves peace education (K)
  - 1b Be able to plan and deliver training based on CISV's educational principles and methods (S)
  - 1c Be able to evaluate training sessions and the overall training (S)
  - 1d Be willing to actively support and promote CISV's educational principles (A)
  
- 2 To prepare trainees to fulfil their responsibilities within CISV**
  - 2a Understand the responsibilities and the resources required to fulfil training roles in CISV (K)
  - 2b Understand how training-related responsibilities are necessary for the functioning and growth of CISV (K)
  - 2c Be able to carry out practical training tasks (S)
  - 2d Be willing to act as a role model, adopting a proactive and responsible attitude (A)
  
- 3 To prepare trainees to contribute to the development and growth of CISV as an organization**
  - 3a Be willing to consider opportunities for cooperation inside and outside CISV (A)
  - 3b Be able to apply good practice and lessons learned from relevant training experiences and resources (S)
  - 3c Be willing to contribute to continuous improvement in CISV (A)
  - 3d Understand how training contributes to reaching CISV's vision (K)
  
- 4 To prepare trainees to interact effectively and appropriately in diverse environments**
  - 4a Develop an understanding of how the trainer's self and that of trainees interact in the process of learning (K)
  - 4b Be able to facilitate group development (S)
  - 4c Be able to respond appropriately to change and conflict (S)
  - 4d Be willing to act inclusively and with an open mind (A)

## ELEMENTS

The following elements (or topics areas) are part of all CISV TTT trainings and they may be completed as part of a session, as one or over several sessions. The elements will be developed and covered in more or less detail, depending on the specific needs of any given group of trainees.

**Element 1 – Creating a positive learning environment**

**Element 2 – Developing as a trainer and team player**

**Element 3 – CISV educational approach**

**Element 4 – Designing and planning training**

**Element 5 – Delivering training**

**Element 6 – Evaluation, feedback, and quality assurance for trainers**

**Element 7 – Getting support from CISV as a trainer**

**Element 8 – Self-evaluation and action planning for certified CISV trainers**

### SUGGESTED WEIGHTING PER ELEMENT

The total time allocated to training for TTT at a Regional Training Forum (RTF) is 32 hours. When planning the TTT, trainers decide how much time to allocate to each element.

The below table indicates the approximate “size” of elements – **BIG, medium,** and small – in terms of the amount of time they require.

<b>Element 1 – Creating a positive learning environment</b>	<b>medium</b>
<b>Element 2 – Developing as a trainer and team player</b>	<b>BIG</b>
<b>Element 3 – CISV educational approach</b>	small
<b>Element 4 – Designing and planning training</b>	<b>BIG</b>
<b>Element 5 – Delivering training</b>	<b>BIG</b>
<b>Element 6 – Evaluation, feedback, and quality assurance for trainers</b>	<b>medium</b>
<b>Element 7 – Getting support from CISV as a trainer</b>	small
<b>Element 8 – Self-evaluation and action planning for certified CISV trainers</b>	<b>medium</b>

## ELEMENT 1 – CREATING A POSITIVE LEARNING ENVIRONMENT

### PURPOSE

In this element, trainees will learn to create and maintain an environment which is supportive of learning. They will identify factors that contribute to a safe learning environment, and how to implement them. Trainees will consider the importance of building and maintaining trust, shared goals, and clearly stated expectations at the outset of a training. This will enable trainees, in their future role as trainers, to create and maintain a learning environment that is safe, engaging, and filled with positive energy.

Trainees will understand how each individual learning environment and each educational activity in CISV is linked to CISV's mission. Trainees discuss the idea of peace education in CISV, and how intercultural experiences and the building of friendship across cultures form part of it. Trainees understand how their personal experience of CISV is connected to the foundational ideas of CISV, the historic period in which CISV began, and the mission it has pursued since.

CISV is committed to ensuring the highest standard of safety and welfare to participants and volunteers and to ensuring they are kept as safe as possible from harm. In all situations and at all times, the safety and welfare of CISV participants is our first concern. Trainees will understand that as trainers they will share responsibility for managing risks associated with training events.

### TRAINING CONTENT

- Creation of an environment – both physical and social – that is safe and supportive of learning
- Welcoming communication and 'breaking the ice'
- Clarifying the expectations of all individuals involved (hopes and fears, shared responsibility of all for the success of the TTT)
- Creating shared norms (social contract)
- CISV's mission
- History and origin of CISV

### KEY RESOURCES

- [A Little Bit About Us](#)
- [Webpage: Our History](#)

### ADDITIONAL RESOURCES

- [CISV International annual review 2010](#) (page 2)

### TRAINING INDICATORS

- 1a Understand how training in CISV serves peace education (K)
- 4c Be able to respond appropriately to change and conflict (S)
- 4d Be willing to act inclusively and with an open mind (A)

## ELEMENT 2 – DEVELOPING AS A TRAINER AND TEAM PLAYER

### PURPOSE

Volunteers in CISV take on leadership roles in all parts of the organization. In the training area this includes being a trainer, a trainer of trainers, a member of a training Committee, or a member of a Training and Quality Assurance Regional Team. The purpose of this element is to, firstly, set trainees on a path of increasing self-knowledge and personal development, and to, secondly develop their team work skills.

Trainees will explore and become familiar with their own personal strengths as trainers and their areas for growth. They will gain an understanding of various training and learning styles and their impact on the training process. Trainees will practice taking an active role in their own personal and professional development.

As a CISV trainer, working with group dynamics is of particular importance. Each group of trainees will be diverse and will have its own dynamics. It is the responsibility of the trainer to make sure that the group enables and encourages all individuals in it to learn. Trainers will adopt a flexible approach to training in order to respond to the varied learning styles of individual trainees and changing needs of the group as a whole. CISV trainers often deliver trainings in pairs. TTT trainers will model co-facilitation and discuss techniques to co-facilitate well.

### TRAINING CONTENT

- Training and facilitation styles
- Role and responsibilities of a CISV trainer
- Active listening and communicating effectively
- Strategies for teamwork and collaboration (such as building trust, communicating carefully, building flexibility into training plans)
- Group development and group dynamics
- Self-awareness and personal development
- Facilitation and co-facilitation skills
- Techniques for dealing with and learning from conflict
- Learning and the zone of proximal development

### KEY RESOURCES

- Handout: [Stages of group development \(Tuckman, 1965\)](#)
- Handout: [What is facilitation?](#)
- Handout: [Leadership styles](#)
- Zone of proximal development (Vygotsky, 1978); the Wikipedia entry [here](#) gives a practical summary
- Confronting conflicts; [handout](#), [booklet](#) and [training pack](#)

### TRAINING INDICATORS

- 2a Understand the responsibilities and the resources required to fulfil training roles in CISV (K)
- 2d Be willing to act as a role model, adopting a proactive and responsible attitude (A)
- 4a Develop an understanding of how the trainer's self and that of trainees interact in the process of learning (K)
- 4b Be able to facilitate group development (S)

## ELEMENT 3 –CISV EDUCATIONAL APPROACH

### PURPOSE

Trainees will review what is meant by peace education in CISV and how it prepares CISVers to become active global citizens. This element aims to ensure that all trainees *know about* CISV’s educational approach, feel comfortable in *learning through* its methods and are able to deliver training *using* the approach and methods.

The heart of CISV – why it exists – is our mission to educate and inspire its members to work for a more just and peaceful world. We educate and inspire through CISV peace education based on four educational principles. CISV educational activities and training sessions relate to one or more of the four educational content areas Diversity, Human Rights, Conflict and Resolution, and Sustainable Development.

CISV follows the experiential learning approach (also referred to as “learning by doing”) with the four steps: Do, Reflect, Generalize, and Apply. Experiential learning enables participants to develop their attitudes, skills, and knowledge (ASK). Trainees are encouraged throughout the training to consider how they can apply their learning to their daily lives, thereby becoming active global citizens.

Since its beginning, CISV has contributed to research and has been committed to continuous improvement using quality standards and training. Trainees will become aware of past and present CISV-related research and they will be encouraged to use research to inform their training practice.

### TRAINING CONTENT

- CISV’s mission
- CISV educational principles and peace education content areas
- Experiential learning/learning by doing: Do, Reflect, Generalize and Apply
- Peace education and research in CISV

### KEY RESOURCES

- InfoFile: [T-02 Big Education Guide](#) (Big Ed) (Sections: 3 ASK for Active Global Citizens, 4 Peace Education in CISV, 5 Building Peace Education into our Programmes, 6 Learning by Doing)
- InfoFile: [T-03 The Passport](#) (Sections: 3 ASK for Active Global Citizens, 4 Peace Education in CISV, 6 Learning by Doing)
- Web pages: [CISV education](#)
- Web pages: [Training](#)
- Webpages: [Research](#)

### TRAINING INDICATORS

- 1d Be willing to actively support and promote CISV’s educational principles (A)

## ELEMENT 4 – DESIGNING AND PLANNING TRAINING

### PURPOSE

Trainees will apply the CISV educational approach to planning their own training. They will use the Training Session Template already during the TTT training to design and plan one training session and they will study a training curriculum to learn how to organize an entire training. Trainees will understand that careful planning – at the level of the individual session and the training as a whole – is necessary for delivering training at consistent high levels of quality.

The training session template will provide the structure which ensures that the plan for the training session considers and documents all aspects required. Trainees will understand the importance of documenting training sessions in writing for the purpose of continuous improvement of training in CISV.

Using a CISV training curriculum, trainees will learn to prepare a whole training course. This requires designing a logical sequence of training sessions which, taken together, cover all training goals and indicators, and the mandatory subject matter content defined in the training curriculum.

Assessing and managing risks must be part of planning a training event. CISVers will typically travel to training sites and back home, they will eat and drink there and may stay there overnight. From all these activities risks can arise and should be managed. The organizers of the event will bear the main responsibility to manage associated risks, but all people involved must contribute to a safe environment. The Regional Training Forum Hosting Guide, especially the “RTF Risk Assessment Checklist Report Form” provides guidance for assessing and managing risks relating to training events. As role models, trainers must reflect the absolute importance of minimising risk for CISV as a whole. This does not mean knowing (or pretending to know) everything about risk management. But it does mean being willing to learn about risk management and knowing how to mobilize the risk management resources available in all parts of CISV.

### TRAINING CONTENT

- Creating and implementing training sessions using the template
- Understanding the importance of CISV trainers producing, sharing and using high quality training material
- Setting goals and indicators for training using ASK
- Using experiential learning/learning by doing (Do, Reflect, Generalise and Apply)
- Planning for an entire training so that trainees experience the training as flowing smoothly whilst all goals and indicators of a training curriculum are covered
- Understanding risk and how to assess it
- Managing risks related to training delivery and training events

### KEY RESOURCES

- [Training session template](#)
- Web page: [CISV training curricula](#)
- [Regional Training Forum Hosting Guide](#)

### ADDITIONAL RESOURCES

- InfoFile: [N-01 Risk Management in CISV – An Overview](#)
- Webpage: [Risk Management](#)

### TRAINING INDICATORS

- 1b Be able to plan and deliver training based on CISV's educational principles and methods (S)
- 2c Be able to carry out practical training tasks (S)
- 3c Be willing to contribute to continuous improvement in CISV (A)

## ELEMENT 5 – DELIVERING TRAINING

### PURPOSE

In this element, trainees will develop strong presentation and facilitation skills for each step of the experiential learning cycle. They will learn about different delivery techniques and how to combine them with a variety of media into their training. Trainees will learn how to choose and combine media, group work and artistic expressions into coherent, engaging and memorable training delivery.

What we communicate is not only defined by the words and sentences we use. The way in which we use our voice, facial expressions and the rest of our bodies contributes to what we say. As good trainers, we also want to say things in a way that our trainees remember. So voice, gestures, facial expression and body movement all have to be controlled and used to reinforce the messages that we want to convey to trainees.

Communication is not limited to oral delivery. Trainers can also draw on a wide variety of media prepared beforehand, including handouts and other printed materials, audio and video. Visual representations created during the training, often by and together with trainees, are another key technique for thinking together. Trainers are encouraged to use suitable visualization techniques as part of their facilitation to collect and document all contributions from trainees and to then summarize and organize them into charts, tables or other forms of illustrations.

Communication within the group of trainees is also a key way of learning. Therefore, incorporating facilitated small group work, theatre, role play or other artistic expressions is a good way to provide even more ways to enable trainees to communicate topics that may be hard to capture in words. Trainers are encouraged to keep an open mind and be inclusive with regard to the learning styles of their trainees. CISV trainers foster an inclusive learning environment for all trainees and consider the appropriate involvement of all trainees necessary for a successful training. Future trainers learn to be prepared and how to respond to being challenged by trainees and generally in situations when they may be at risk of losing control of the training.

Trainers are responsible for managing risks that arise during and after training which they deliver. CISV provides unique educational experiences – including training – which all contain elements of risk. There is no way to eliminate risk, but there are ways to assess and minimise it, and if issues arise trainers should know how to act. Trainers must pay particular attention to make sure that any children are protected appropriately at all times. Trainers must work with training organizers to ensure the safety of the training site, rooms, food and accommodation. Trainers must take primary responsibility for ensuring that during training sessions no activities are carried out which put trainees at the risk of physical injury or psychological harm (such as through bullying). In consultation with the training host, trainers must find out about First Aid provisions on site and they must inform trainees of how to evacuate the building in case of emergency. If incidents occur during training, trainers must submit an incident report, using the form.

Whilst delivering training, trainers must protect the CISV 'brand' which means they need to take care to follow our visual Brand Guidelines. They also need to respect copyrights and property of others, always acknowledging the work of others and asking for their permission to use it.

### TRAINING CONTENT

- Managing the group so they achieve the goals that have been set for the training
- Adapt, adjust and be creative to manage unexpected turns the session can take
- Dealing with situations when a session or training is at risk of failing
- Facilitating effective training through the effective use of voice, body language, visualization and group work techniques, training materials, and time management
- Managing risks related to training delivery
- Child protection in CISV
- CISV branding

### KEY RESOURCES

- Web page: [Training materials](#)
- [Incident Report Form](#)
- [Incident Report Form Appendix - Body Chart](#)
- [Child Protection Policy](#)
- InfoFile: [R-07 Behaviour Policy](#)
- Webpage: [Behaviour Policy FAQ](#)

### ADDITIONAL RESOURCES

- [Crisis Communications Guide](#)
- [Just Saying- A Guide to Communicating CISV](#)
- [Looking Good- CISV's Brand Guidelines](#)

### TRAINING INDICATORS

- 1b Be able to plan and deliver training based on CISV's educational principles and methods (S)
- 2d Be willing to act as a role model, adopting a proactive and responsible attitude (A)
- 4b Be able to facilitate group development (S)
- 4c Be able to respond appropriately to change and conflict (S)
- 4d Be willing to act inclusively and with an open mind (A)

## ELEMENT 6 – EVALUATION, FEEDBACK, AND QUALITY ASSURANCE FOR TRAINERS

### PURPOSE

Training evaluation and quality assurance aim to continuously improve the way CISVers do what they do. Improving how we do things is achieved by, firstly learning, and secondly performing better in our organizational roles. Training outcomes therefore comprise 1) learning by the trainee, 2) improved performance by the trainee, and 3) improved results in the relevant part of CISV where the trainee fulfils their role. Trainers, of course, play a key role in this which means that the continuous learning of trainers is of great importance to training quality overall.

Evaluation in CISV is rooted in goal-based planning. It starts before the training when the goals to be achieved are defined and described in detailed indicators (ASK). During and after training, progress is measured against these goals, whereby evaluation becomes an ongoing process. In this element, trainees will learn what training evaluation is and how it is used within CISV to continuously monitor and improve the quality of training.

**Learning by the trainee:** Trainers want to ensure that all trainees learn the full content of a training. To do that trainers explain training goals and indicators as early as possible to all trainees. Then, throughout, the training, trainers repeatedly check that trainees are engaged and interested, and whether trainees have already learned the training content. At the end of the training trainers will help each trainee develop a list of training indicators which they have not only understood but which they feel also able to train others in. Probably, the trainer will also advise trainees of those indicators that they will want to develop further as part of their personal and/or professional development.

In addition, trainers seek feedback from trainees throughout the training. This feedback will inform the trainer about how comfortable and stimulated trainees feel, and it will bring to light any parts of the learning environment which may hinder learning. Trainees will also be taught how to give and receive constructive feedback. Feedback should be based on specific observations and refer to actions or behaviour of the recipient of the feedback. When giving feedback, it should be formulated in a sensitive, respectful and thoughtful manner. As a recipient, we should be appreciative of feedback, reflect on it, and consider ways of improving our behaviour.

**Improved performance by the trainee:** In CISV, we train volunteers in many different roles. Accordingly, trainees will go on to perform to a certain level in these many different roles. The outcomes which the trained volunteers achieve and the feedback they get in those roles will inform them about their level of performance in those roles. CISV International collects evaluation feedback about 1) programme leaders using the Programme Director's Planning and Evaluation Form (PDPEF) and 2) CISV International trainers using the RTF evaluation survey. National Associations and Regional Coordinators will be able to give further details.

**Improved outcomes for CISV:** TTT trainees will reflect on the particular insight and responsibility of trainers in CISV and how trainers can contribute to improving results for CISV. Questions to explore include: How does the quality of training of leaders shape the

quality of CISV educational programmes? What learning and development is required in my chapter or National Association in order to contribute to achieving CISV's vision?

### TRAINING CONTENT

- Training evaluation
- Goals and indicators
- Attitudes, Skills and Knowledge (ASK)
- Techniques for giving, receiving and acting on feedback
- Continuous improvement

### KEY RESOURCES

- Info File: [T-02 Big Education Guide \(Big Ed\)](#)
- [Well Done - a guide to Quality Assurance](#)

### TRAINING INDICATORS

- 1a Understand how training in CISV serves peace education (K)
- 1c Be able to evaluate training sessions and the overall training (S)
- 2c Be able to carry out practical training tasks (S)
- 2d Be willing to act as a role model, adopting a proactive and responsible attitude (A)
- 3b Be able to apply good practice and lessons learned from relevant training experiences and resources (S)
- 3c Be willing to contribute to continuous improvement in CISV (A)
- 4c Be able to respond appropriately to change and conflict (S)

## ELEMENT 7 – GETTING SUPPORT FROM CISV AS A TRAINER

### PURPOSE

Training in this element will introduce the organizational structure of CISV and how CISV's international, regional, national and local parts fit together. Trainees will discover the various sources of support CISV offers to its trainers in chapters and National Associations. They will understand what they have to gain from connecting with their fellow Chapter and national trainers and their region's Regional Delivery Team and therefore be motivated to become active and enthusiastic contributors to CISV training.

Trainees will learn that each chapter and National Association has specific training needs and that each will organize training in the way that best suits their needs and is achievable given the resources available. The enthusiasm and support from CISVers in each trainee's home chapter and National Association are their most immediate support network. Fellow trainers in their chapter and National Association may also be able to share their experience in how to organize training and how to maintain a chapter and/or national training committee or other training structures. Most National Associations have a National Leadership Training Contact which can be found on CISV's online National and Chapter officials directory; they are the first person responsible for ensuring effective communication between CISV International and the National Association.

Future certified trainers will be encouraged to consider the opportunities for cooperation across CISV and they will realize how much they can benefit from it. The organizational structure of CISV International is geared towards supporting all CISV chapters and it is divided into work areas such as educational programmes, chapter development, risk management, etc. The Training and Quality Assurance area is responsible for supporting the delivery of high quality training. For each region, the Training and Quality Assurance Regional Delivery Team is the main point of contact for trainers. Led by the Regional Coordinator(s), the members of the Regional Delivery Team support national and local trainers. With the overall goal to consistently deliver high quality training throughout CISV, the teams deliver TTT and Essentials of Peace Education trainings, conduct the TTT recertification process, and advise on training-related policy and ways to improve training in CISV chapters and National Associations.

The CISV International Training and Quality Assurance Committee supports training by developing training policy and strategy in line with CISV's changing needs. The committee develops and monitors quality standards for all training and training evaluation across CISV.

### TRAINING CONTENT

- Structure and purpose of the CISV International Training and Quality Assurance area
- Finding a National Leadership Training Contact on the CISV International online Directory

### KEY RESOURCES

- Webpage: [Running CISV International - Governing Board and Committees](#)
- Webpage: [Running CISV International - Regional Delivery Teams Americas](#)

- Webpage: [Running CISV International - Regional Delivery Teams Europe-Middle-East and Africa](#)
- Webpage: [Running CISV International - Regional Delivery Teams Asia-Pacific](#)
- CISV Volunteer opportunity webpages - [International opportunities](#)
- Webpage: [NA/Chapter officials directory](#)
- [CISV International training policy](#)

#### ADDITIONAL RESOURCE

- Webpage: [Organizational diagram](#)

#### TRAINING INDICATORS

- 2a Understand the responsibilities and the resources required to fulfil training roles in CISV (K)
- 3a Be willing to consider opportunities for cooperation inside and outside CISV (A)

## ELEMENT 8 –SELF-EVALUATION AND ACTION PLANNING FOR CERTIFIED CISV TRAINERS

### PURPOSE

TTT trainees will assess their personal strengths and growth areas related to training and they will understand that self-evaluation and action planning are continuous processes. They will identify sources of support for their development as trainers and create an action plan to support continuous improvement as part of their plans for their “trainer career” in CISV. Trainees will learn about the CISV TTT certificate, including what is required for re-certification once it expires.

Part of a CISV trainer’s mandate is to contribute to CISV’s vision, and trainees learn what that means for them. CISV’s vision for 2030 is to “be well-known for creating educational experiences that reach at least twice as many people as we do today (2015). We will stand together to lead, act and inspire change in our communities to help build a more just and peaceful world.” Trainees will learn about specific actions that are being undertaken to achieve this vision for growth and how trainers can concretely contribute to this effort.

Trainees will understand that, whatever their training role in CISV may be, they have a valuable contribution to make to CISV’s growing global reach. After all, a growing CISV will depend on competent CISVers, and it is the responsibility of trainers in the first place to facilitate their learning and development.

### TRAINING CONTENT

- Personal action plan in accordance with a training mandate
- TTT certificate and re-certification
- CISV’s vision for 2030
- CISV in numbers and global reach (National Associations, Chapters, hosted programmes, participation, global membership, Regional Training Forums)
- The seven official programmes of CISV

### KEY RESOURCES

- Web pages: [Training for trainers](#), and [TTT Re-certification](#)
- Web pages: CISV International Training and Quality Assurance Regional Delivery Teams in the [Americas](#), [Asia-Pacific](#) and [EMEA](#)

### TRAINING INDICATORS

- 1a Understand how training in CISV serves peace education (K)
- 2a Understand the responsibilities and the resources required to fulfil training roles in CISV (K)
- 2b Understand how training-related responsibilities are necessary for the functioning and growth of CISV (K)
- 3c Be willing to contribute to continuous improvement in CISV (A)
- 3d Understand how training contributes to reaching CISV's vision (K)